

California Credentialing Barriers Removed for Teachers Prepared in Other States

AB 1620 (Scott, 1998) and AB 877 (Scott, 2000)

Summary

AB 1620 and 877 have provided significant flexibility for out-of-state teachers to satisfy California's credentialing requirements. The ultimate result is a highly flexible process that makes the transition of out-of-state teachers to a California preliminary teaching credential very easy.¹

As a result of AB 877, all out-of-state prepared teachers with a bachelor's degree or higher, teaching credential program including student teaching and an out-of-state credential automatically receive a five-year preliminary teaching credential.² The preliminary credential is based on previous teacher preparation and experience at the level of the credential sought, the academic major (single subject only) and rigorous performance evaluations and a letter of authenticity. The table below indicates any additional requirements a candidate may have to receive their professional clear credential based on full-time teaching experience:

5 or More Years Full-Time	3-4 Years Full-Time	Less than 3 Years Full-Time ³
<ul style="list-style-type: none">• CBEST (within the first year)• 150 hours of professional growth	<ul style="list-style-type: none">• CBEST (within the first year)• Completion of BTSA or other induction program	<ul style="list-style-type: none">• CBEST (within the first year)❖ RICA or reading course❖ U.S. Constitution❖ Subject-Matter Competence❖ Fifth-Year or Induction❖ Health Education❖ Special Education❖ Computer Education

❖ Can be waived if comparable requirements have been completed.

As the chart above demonstrates, the process of determining comparability, or equivalency, is only necessary for those with less than three years of full-time teaching experience.

History

AB 1620 (Scott, 1998) required the Commission to conduct periodic reviews of the comparability of teacher preparation standards in other states for the purpose of establishing credential equivalency. The initial study consisted of a review of accreditation procedures, standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements in other states. In addition, the Commission conducted a review of the professional clear credential requirements for those states that had been determined to have

¹ All candidates must have a bachelor's degree or higher; have completed a teacher credential program including student teaching and have a comparable out-of-state credential.

² The preparation program must be regionally accredited and include a student teaching component.

³ A teacher entering under the provisions of AB 877 will have five years to complete any remaining requirements leading to the professional clear credential, including: subject matter verification, reading instruction, knowledge of the U.S. Constitution, computers, mainstreaming and health education, and a fifth year program. Teachers have the option of completing an induction program in lieu of a fifth year program. Some requirements may be cleared at the preliminary level through course evaluation or equivalency. All requirements with the exception of DBEST can be waived if the teacher's state preparation is found comparable to California's.

comparable teacher preparation standards. In May 2000, the Commission deemed thirty-seven states overall to be comparable in elementary, secondary or special education teacher preparation.

The determinations of comparability between California and other states were based as a whole on accreditation procedures, teacher preparation standards, and subject matter requirements. Some states were not determined to be comparable based on the reviews, because they lacked comparability in one or more of the required areas, such as reading instruction (as a component of the teacher preparation program) or subject matter preparation.

AB 877 (Scott, 2000) authorized the Commission to study those areas that were lacking in comparability in the preliminary review, and to provide greater flexibility in the credentialing process for out-of-state teachers. It was AB 877 that authorized the Commission to automatically grant five-year preliminary credentials to out-of-state teachers with a bachelor's degree and completion of a comparable teacher preparation program.

Further building on the AB 1620 comparability studies, AB 877 required the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter preparation and reading instruction. In addition, AB 877 authorized the Commission to determine the comparability of credential emphasis or equivalent programs in other states, including, but not limited to, programs that prepare teachers to work with English learners. The legislation required that the reviews begin in 2001 and be updated every three years.

AB 877 also allows the Commission to eliminate redundant California credential requirements if an individual has completed equivalent work out-of-state. Under the previous and new systems, all out-of-state teachers must submit fingerprint cards and meet the California requirements for teacher fitness.

Conclusion

Under the provisions of AB 1620 (Scott, 1998) and AB 877 (Scott, 2000) the Commission has approved 36 states as having comparable multiple subject-subject matter requirements and a large number of states have been found to have comparable special education and single subject, subject matter requirements in various single subject fields.

Attached are a series of reference charts that depict the comparability of various multiple, single and special education credential requirements. Candidates from out-of-state are presently being credentialed under these provisions. In fiscal year 99-00, 3,864 teachers from other states received California credentials under these provisions.

Educational Testing Service (ETS), the contractor conducting the studies on behalf of the Commission, will complete additional comparability studies related to Middle School, Early Childhood, CLAD and BCLAD for the other 49 states and Washington D.C. by the end of March 2002. Results of this work will be brought forward to the Commission in May or June of 2002.

Table 1**Multiple Subject-Subject Matter Comparability**

Alabama	Hawaii	Ohio
Alaska	Kentucky	Oklahoma
Arizona	Maryland	Oregon
Arkansas	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Minnesota	South Carolina
Delaware	Missouri	South Dakota
Florida	Montana	Tennessee
Georgia	Nebraska	Texas
Idaho	Nevada	Utah
Illinois	New York	Virginia
Indiana	North Dakota	Wisconsin

Table 2**Single Subject and Special Education-Subject Matter Comparability**

Single Subject	Number of States with Comparability
English	49
Math	47
Social Science	48
Biological Science	40
Physics	40
Chemistry	46
Geoscience	36
Physical Education	40
Music	41
Art	29
Foreign Languages	
• French	6
• Spanish	35

Special Education	Number of States with Comparability
Mild-Moderate	31
Moderate-Severe	22
Deaf and Hard-of-Hearing	28
Physical and Health Impairments	9
Visual Impairments	26
Early Childhood Special Education	18
Clinical Rehabilitation: Audiology	7
Clinical Rehab: Lang., Speech, Hearing	24
Clinical Rehab: Orientation and Mobility	1

